

Exploring Challenges in Advancing Lifelong Learning in Basic Education: A Comparative Study of Formal and Non-Formal Institutions

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Abstract

Lifelong learning is recognised over the globe. There is an increased realization that knowledge, skills, and competencies obtained through formal education are not sufficient to tackle the ever-increasing learning needs of learners in contemporary societies. Since Pakistan is facing lack of seriousness of the issues of adult education, and out of school children's education. The need for time is to set up and expand lifelong learning to address the educational needs of out-of-school children and illiterate adults. Being flexible in nature, non-formal education can facilitate the education and training needs of many unprivileged segments of our society. Keeping in view this situation, this study was conceived to explore challenges that hinder to foster lifelong learning opportunities in basic education in formal and nonformal educational institutions. The population comprised on FE and NFE teachers of primary level. A total 240 teachers were randomly selected from these institutions which were based in Rawalpindi and Islamabad regions. Researcher collected data through self-developed questionnaire which was validate and pilot tested. Data was collected through personal contact and google docs. Results showed that financial and social challenges hinder lifelong learning to promote basic education. The study concluded that challenges are not sector specific rathe deep rooted and system-specific which needs to be addressed through dissemination of knowledge and devising a sound framework to overcome these.

Key words: *Lifelong Learning (LLL), Formal Education (FE), Nonformal Education (NFE) Social Challenges, Financial Challenges, Basic Education*

Introduction

Around the globe, lifelong education is used to promote education, skills, literacy, and training at mass level. Lifelong learning is also used in creating social awareness. The growing prominence of lifelong learning indicates that over the globe there is an increased realization that knowledge, skills, and competencies obtained through formal education are not sufficient to tackle the ever-increasing learning needs of learners in contemporary societies (Gunduz, 2023; UNESCO, 2020). There is also an emphasis on continuous improvement of life skills, basic literacy skills, employability skills, and 21st century skills to enable persons to deal with intricate issues faced in society. Although there are many different definitions of the concept of lifelong learning in the literature, in the view of Özbay (2023) "it is generally seen as all kinds of activities carried out to improve the knowledge, skills, and abilities of the individual throughout his/her life, unlimitedly and continuously". Lifelong learning is a transformative process whereby people continue to interpret and make use of their experiences in shaping personal and social identities through formal or non-formal education activities. According to UNESCO, lifelong learning is incorporated in every facet of life and education is not limited to the institutional contexts. UNESCO refers LLL a process of acquiring knowledge, skills,

values, and competencies from birth till old age by means of formal, non-formal and informal environments. UNESCO (2025) defines that:

“Lifelong learning is the continuous, voluntary pursuit of knowledge and skills throughout an individual's life. It emphasizes the importance of education beyond traditional schooling, encompassing adult education, professional development, and personal enrichment. Lifelong learning fosters literacy and adaptability, enabling individuals to navigate changing environments and enhance their personal and professional growth”.

Lifelong learning generally means that all learning (Thwe, & Kálmán, 2023) that takes place from cradle to grave at all stages of life cycles and in all life contexts from home to school, school to workplace, parents to peers, home and community etc. Where individuals not only gain knowledge, skills, values, but also understanding and utilize that well in varying situations (Khan et al., 2019). The emergence of competencies as key abilities to help individuals cope with intricate social and professional settings is the focus of contemporary studies in lifelong learning. Lifelong learning (LLL) is essential for personal and professional uplift (Drewery et al., 2020).

LLL comprises interrelated dimensions i.e. informal, formal and nonformal each contributing overall development of individuals. Informal learning is the basis of LLL, which is unstructured learning that takes place in homes, at the workplace or in communities (Andreev, 2022, Atchoarena, & Hite, 2001). According to Arsakhanova and Dolgova (2025) “the ‘education-work model’ is giving way to the lifelong learning paradigm as continuous learning throughout life”. Formal learning is the kind of learning in which knowledge acquisition, training and skills are delivered through formal institution, school, college, university or training institution etc. whereas, nonformal education is a flexible mode of education which exhibits flexibility and offers cafeteria type of curriculum with lots and many choices. Its learner centred education which is highly flexible in meeting the demands of the fast-changing society with more emphasis on the lifelong learning strategies. However, it is valuable to understand that lifelong learning demands more diversified structure through formal and nonformal education. Unlike formal education, NFE engages learners through intrinsic motivation and prioritizes personalized learning (Zawacki-Richter, & Qayyum, 2019) through flexible curriculum which fosters their personal development and grants them the opportunity to access basic education (Malik and Rafiq, 2024).

In Pakistan, basic education is imparted through different models of NFE. Basic Education Community Schools (BECS) are significant to promote non-formal basic education program. The Basic Education Community Schools are a subset of the larger non-formal education system of Pakistan which is based upon community mobilization model. These schools work under National Commission of Human Development (NCHD) and the Ministry of Federal Education and Professional Training. The ultimate goals of BECS include attainment of Sustainable Development Goal (SDG) 4 which focuses on provision of affordable, quality, inclusive educational facilities (Oltean, Appiah-Kubi, & Baltador, 2025) to eradicate illiteracy, provide lifelong learning opportunities to all and attain national education objectives. Aims of BECS are to increase the accessibility of basic education among underserved and target groups of society. These include out-of-school children, women, illiterate population and youth. Under this approach, local community plays a role in the development and running of schools. There are almost 13,000 community-based centres, in which single-teacher model is applied to offer classes I-V basic education by using Accelerated Learning Programs (ALP). These single-teacher and single-room schools offer cost-effective basic education facilities for all types of learners irrespective of their age, gender and socioeconomic status, achieving Sustainable Development Goals (SDGs) and supporting marginalized populations. The Government of Pakistan provides teachers’ honorarium, Teaching Learning Material (TLM) and free textbooks in the remote areas in Islamabad (ICT), Gilgit-Baltistan, Azad Jammu and Kashmir (Directorate General of Basic Education Community Schools, 2025). Through nonformal approach, these schools have so far provided free, primary-level education in underserved areas

to over 547,000 out-of-school children in rural areas, urban slums and the economically marginalized families. BECS model is cost-effective, which emphasises basic education cycle and basic educational facilities at primary level, with the later emphasis on the elementary literacy, numeracy and the fundamental life skills (Khan et al., 2020).

Pakistan is struggling with its low literacy rates. Basic education facilities are also insufficient. In the time when there is an educational emergency, formal education alone cannot achieve the literacy targets of the country (Statista, 2020). Basic education through lifelong learning is imperative. The investigator of this study realized the potential role of educational institutes to promote lifelong learning opportunities. Hence, Pakistan being developing country can benefit from international initiatives on lifelong learning and institutional strategies of formal and nonformal institutions may be compared which can give better implementation strategies to promote lifelong learning at higher education. Pakistan has not achieved the targets of 100% literacy as set by Dakar declaration (2000) (UNESCO, 2008; UNESCO, 2013; UNESCO, 2014). We have not achieved universal compulsory free primary education for girls and boys also. The attainment of 50% improvement in levels of adult literacy especially for women is also not attained. Gender disparities in primary and secondary education are also not achieved. So, we failed to achieve EFA targets, MDGs, and now we are struggling for SDGs.

Pakistan has not attained Millennium Development Goals (MDGs) and EFA targets. Its education system is undergoing a serious decline and disaster. Rural areas are facing a lack of primary schools. There is not even a single school in many villages. This is creating a serious gap between rural and urban literacy rates. In semi-urban, urban, and rural government schools, there are many challenges. Classes are overcrowded, physical facilities are not proper, teachers are not available and are untrained. As a result, almost 42% of the population is illiterate and more than 50 million people who are above ten years' age are not attending school. People don't have proper access to primary education. Those who go to school dropout (around 40%) due to financial constraints, social problems, lack of resources etc. before they enter primary education. Out-of-school children are in huge numbers, which constitutes a figure of 6.5 million (out of school). A large population of adults is also illiterate. There is a lack of skill-based vocational training and education for them (Rashid et al., 2020).

After the 18th amendment to the constitution of Pakistan 1973, powers were delegated to the provinces regarding education and development. The task of imparting education and training through non-formal education is a huge responsibility of all provinces and a big challenge, since illiterate population constitute different populations of society i.e., out of school children and youth, dropouts, child labor, illiterate adults, women etc. in this regard, there is a need to expand the non-formal education to these populations. Since 2018, the government has also put emphasis on non-formal education for adult education and out of school children's education. All the stake holders including education departments at provincial and federal education ministries have unanimously agreed that out of school children's educational provision is a serious and heart burning issue which needs to be tackled through lifelong learning. The government is addressing out of school children's education issue by aligning it with SDG targets which are supported by the development partners. In Pakistan, children with age 8 years usually find hard to get admission or enter in formal education schools at primary level. A new program Accelerated Learning (ALP) has been developed in Sindh and Punjab provinces which includes curriculum, teaching and learning material, assessment, and evaluation techniques etc. under this program various surveys will be conducted for out of school children regarding their enrollment and creating awareness in rural areas. ALP provides 1250 learning hours (24-36 months) at primary level which will depend upon the delivery services and setup of NFE.

With all these efforts, Pakistan is still at the top countries of the world who have large number of out of school children. There is something which is not controlled regarding educational provisions of the out of school population. This might include lack of commitment at societal and political level. According to Ahmed (2020, para 3)

“Despite the urgency of the issues, the federal and provincial governments’ interventions on non-formal education are limited. Due to the daunting challenges in public education, the government’s emphasis of educational development is on improving the public education systems. While the governments mainly aim to address out-of-school children by increasing access to and retention in public education, there are still service delivery gaps which results in out-of-school children”.

The issue of basic education in Pakistan is also very serious. This was supposed to be handled by educational institutions, especially nonformal institutes. According to Mahmood and Malik (2010) Pakistan’s lifelong system is comprised on adult literacy centres and non-formal basic education schools. In ten thousand NFBEs there is enrolment of more than three lac students. All the 70 thousand ALCs cater to the educational needs of 1.7 million adults of 15 and above years’ age. In these centers’ skills of numeracy, writing and reading are imparted. Against 66 million literate populations, a total number of 56 million illiterate adults are there. “Financial allocations in the past for adult literacy have remained severely inadequate. At present, 2 billion Pakistani rupees (approximately \$29 million) per annum are allocated for literacy and non-formal education programs, whereas to meet the EFA targets about 15 billion Pakistani rupees per year are required (para2)”.

Advancing lifelong learning within basic education faces systemic challenges that differ across formal and non-formal institutional contexts. Rafiq-uz-Zaman (2026) positions competency-based education, particularly when enhanced by artificial intelligence, as a foundational mechanism for shaping lifelong learning trajectories, yet its application in basic education remains underdeveloped. Within formal school systems, Bukhari et al. (2025) demonstrate that education policies in Punjab, Pakistan, suffer from significant implementation gaps, directly impeding efforts to embed continuous learning principles. Comparative analyses further reveal distinct challenges between institutional types; for instance, Nadeem et al. (2024) show how public and private school teachers perceive curriculum reforms differently, suggesting that formal institutions are not monolithic in their barriers. At the grassroots level of basic education, teacher shortages present a critical obstacle, as Rafiq-uz-Zaman (2024) documents in early childhood care and education settings, while broader systemic barriers, including inadequate infrastructure and policy misalignment, further constrain quality enhancement (Rafiq-uz-Zaman, 2025). In contrast, non-formal institutions such as Madaris face a unique set of academic needs, struggling to integrate contemporary skill-based content while preserving their traditional pedagogical identity (Rafiq-uz-Zaman & Ashraf, 2025). Collectively, these studies underscore that the challenges of advancing lifelong learning in basic education are not uniform; they are shaped by institutional type, policy implementation fidelity, and the availability of foundational resources such as trained teachers.

By comparing lifelong learning initiatives of two main education sectors, the SDG 4 (a quality education for all by 2030) can be addressed in a better way. Pakistan is facing serious issues of lack of enrolment (Ailaan, 2014; & Bari, 2019) so; it needs to explore the barriers which hinder in enrolment of out of school children and adult illiterates. There are also many other issues in the way, i.e., lack of financial resources, lack of committed and motivated staff, lack of trained teachers, lack of physical resources, corruption, lack of schools in rural areas, rural-urban disparities, inter-provincial disputes, lack of political will, emphasis on formal education than lifelong initiatives etc. During COVID-19 pandemic, a national educational television channel “Teleschool” was also launched. Programs from kindergarten to high school are broadcasted in English and Urdu on Teleschool for one hour per class, each day. Despite all the efforts of education providers, there is a big gap between what is needed and what is provided to the disadvantaged target groups. LLL opportunities and basic educational provisions are far behind to enable Pakistan to become an illiteracy free country. Since independence, we have been struggling with illiteracy and there is dire need to adopt lifelong learning opportunities for all sectors of society, especially for basic education to combat ever increasing rates of illiteracy in the country. This study is significant for basic education expansion as it aims to explore lifelong learning strategies at institutional level, so this would benefit the stakeholders

of two institutions to adapt the strategies which would help to accelerate lifelong learning. This study is an “exploratory” which offer educators/academia of both types of institutions to explore the new and innovative educational courses on lifelong learning at different levels with comparative insights. The findings of the study will help policy makers and implementers to know the contrast between implementation strategies of lifelong learning and indicate the similarities which will help to design lifelong learning in a better way.

Problem Statement

Lifelong learning, being a key lever of sustainable development, is used for enhancement of literacy, promotion of skills, education and community development. Over the globe there are many issues associated with developing countries i.e., improper planning and implementation of lifelong learning strategies, poorly organized and executed programs of lifelong learning, lack of funds, gender disparity, high rates of out of school target groups etc. To attain the sustainable development goal (SDG) 4 “a quality education for all by 2030” there is a worldwide move on improvement of literacy activities and the ladder to this if commencement of lifelong learning initiatives in a proper manner. Keeping this in view, this study was aimed at exploring common challenges which formal and nonformal institutes face to impart basic education in Pakistan.

Objective and Research Questions

This study was aimed to explore the common challenges and structural differences of formal and nonformal educational institutes to promote LLL for basic education. Following were the research questions:

RQ1: What are common economic challenges of formal and NFE institutes to foster LLL?

RQ2: What are common social challenges of formal and NFE institutes to foster LLL?

Research Methodology

This study was quantitative in which survey was used.

Population and Sample. The population was comprised of principals/heads and teachers at Basic Education Community Schools (BECS) and primary level formal schools of Rawalpindi and Islamabad. Following are the details of schools:

Population	Type of School	No. of Schools
Basic Education Community Schools (BECS)	Adult Literacy Program (ALP) Centers	57
Formal Education Schools	Primary	2,454

Sample was selected by using random sampling technique. In the first stage, 40 schools from each sector were selected. Then, all the teachers from class 1-3 were included in the sample, consisting of 240 teachers.

Research Instrument. Following instrument was used for this study:

Questionnaire: the questionnaire comprised on items regarding different types of lifelong learning challenges faced by institutions to promote basic education. The parameters of questionnaire covered all the research questions of this study. It was comprised of two parts demographic information and main body. Items were constructed after thorough literature review and alignment with each objective. Then psychometric properties of the instrument were checked. Language of questionnaire was English. Response patterns were measured on the five-point Likert scale.

Validity and Reliability. Content validation of tool was done by seeking expert opinion of 5 educational experts. Content validity index (CVI) analysis was also be checked for research tool. The CVI was .94*. Pilot testing was done on a matching sample of 50 participants. 25

teachers from both types of institutes were randomly selected who were not part of actual participants of the study. The alpha reliability coefficient was calculated which was .89*.

Data Collection and Analysis:

Data was collected through personal contact and google docs. Data was analysed by using descriptive statistics and t-test.

Results

Description of demographic information

Following table indicates the description of demographic information of the participants.

Table 1: *Distribution of respondents according to their Gender, Age, rank, institution and experience.*

Variables	Categories	f (%)
Gender	Male	23(9.3)
	Female	224(90.7)
Age in years	20-25	48(19.4)
	26-30	59(23.9)
	31-35	7(2.8)
	36-40	59(23.9)
	Above 40	74(30)
Rank	Principal	11(4.5)
	Teacher	236(95.5)
Class	Class 1	49(19.8)
	Class 2	38(15.4)
	Class 3	58(23.5)
	Others	102(41.3)
Type of Institute	Formal	104(42.1)
	Non-Formal	143(57.9)
Work experience	1 Year	10(4.0)
	2 Years	46(18.6)
	3-6 Years	80(32.4)
	7-10 Years	22(8.9)
	More than 10 years	89(36.0)

Table 1 shows the demographic profile of the respondents. There was total 247 respondents. There were 23 Male and 224 Female. The age of the respondents was categorized respondents into five distinct age groups, ranging from 20-25 years to above 40 years. The smallest age group was 3135 years with only 7 respondents, constituting 2.8 per cent of the total. There were 48 respondents in the bracket of 20-25 years which is 19.4 percent of the total. The age category of 26-30 years featured 59 respondents, which was 23.9. On the same note, 59 respondents also formed the 36-40 years, which is 23.9 percent of the sample. The greatest number of respondents was those whose age exceeded 40 years, at 74, constituting 30% of the total. This indicates that quite a good number of the respondents were also relatively aged. As far as the professional rank of respondents is concerned, it is necessary to note that most of them were teachers. The total number of respondents amounted to 247 of which 236 were teachers, which is 95.5% and 11 of which were principals, which is 4.5%. This implies that the data is mostly a representation of the views of teaching staff and not the views of the administrative personnel. The respondents also classified according to the level of classes that they were attached with. Class 1 had 49 respondents, which is 19.8 percent of the respondents. The respondents who taught in Class 2 were 38, and this is 15.4 percent. Class 3 was linked to 58 respondents (23.5). The biggest category was the ones under the category of Others with 102 respondents,

comprising 41.3 percent of the total respondents. This group can comprise teachers in multi-grade, non-formal, or other alternative educational environments. Concerning the kind of institute, the respondents were split into formal and non-formal education sectors. Among the total respondents, 104 (42.1) were students of formal institutions and 143 (57.9) students of non-formal education institutions. This shows that a higher percentage of the sample was sampled in the non-formal education sector.

Table 2: *Economic Challenges faced by Formal and Nonformal Educational Institutes [Descriptive Statistics and Difference between Teachers' Responses (Formal Education, N=104, NFE, N=143)]*

Challenge	Items	Institute	N	Mean	SD	Range		t-value	p-value
						Min	Max		
Economic	Budget constraints	FE	104	3.76	.926	1.00	5.00	-.137	.891
		NFE	143	3.87	.720	2.00	5.00		
	Adequate infrastructure	FE	104	3.52	1.08	1.00	5.00		
		NFE	143	3.41	.981	1.00	5.00		
	Receive sufficient government funds	FE	104	3.12	1.05	1.00	5.00		
		NFE	143	3.16	1.11	1.00	5.00		

In this table, descriptive as well as inferential statistics is used to explain the results on the objective to explore the economic challenges of formal and nonformal educational institutes to promote LLL for basic education. The analysis of subscale-I shows Economic Challenges faced by both institutes to foster LLL. In this regard, budget constraints came out one of the main barriers to limit institutions' ability to promote LLL (Mean FE=3.76, Mean NFE=3.87). Another challenge is lack of provision for adequate infrastructure (Mean FE=3.52, Mean NFE=3.41). one of the important success factors of any education system is ample amount of support from government which is not provided across institutions (Mean FE=3.12, Mean NFE=3.16). Inferential statistics indicated statistically no significant difference (t-value= -.137, p-value= .891). Overall, this table indicates need for more finances to foster LLL effectively to promote basic education.

Table 3: *Social Challenges of Formal and Nonformal Educational Institutes [Descriptive Statistics and Difference between Teachers' Responses (Formal Education, N=104, NFE, N=143)]*

Subscale	Items	Institute	N	Mean	SD	Range		t-value	p-value
						Min	Max		
	Limited community support	FE	104	3.62	.894	1.00	5.00	-.030	.976
		NFE	143	3.60	.856	2.00	5.00		
	Adult participation is discouraged by cultural attitudes	FE	104	3.42	.877	1.00	5.00		
		NFE	143	3.46	.811	1.00	5.00		

Social Challenges								
Lack parental support of learners	FE	104	3.55	.845	1.00	5.00		
	NFE	143	3.63	.852	1.00	5.00		
School buildings environmental distractions	FE	104	3.34	1.11	1.00	5.00		
	NFE	143	3.28	1.03	1.00	5.00		
Policy barriers	FE	104	3.47	.975	1.00	5.00		
	NFE	143	3.48	.879	1.00	5.00		
Poor transportation	FE	104	3.63	.976	1.00	5.00		
	NFE	143	3.58	.850	2.00	5.00		

In this table, descriptive as well as inferential statistics is used to explain the results on the objective to explore the common challenges of formal and nonformal educational institutes to promote LLL for basic education. The analysis is done under Social Challenges. Descriptive analysis on this subscale indicates that all indicators are having almost same mean scores across all institutes. The community support is limited and insufficient (Mean FE=3.62, Mean NFE=3.60) which is a key to flourish effective LLL basic education programs. Adult participation is discouraged by cultural attitudes (Mean FE=3.42, Mean NFE=3.46) which can be outlined as an important cultural norm in the settings where the education of adults is neglected or not encouraged. Another indicator is lack of parental support for learners (Mean FE=3.55, Mean NFE=3.63) which came out as important obstacle at the family level which has a great influence to motivate or discourage learners from programs of lifelong learning and basic education. There is also lack of provision for proper school buildings causing environmental distractions (Mean FE=3.24, Mean NFE=3.28) Policy barriers are associated with systemic and administrative barriers. Under this indicator, results showed that there is inflexible policies which are hindrances for flexible learning pathways (Mean FE=3.47, Mean NFE=3.48). Accessibility problems, especially in rural or underserved regions, are represented by poor transportation (Mean FE=3.63, Mean NFE=3.58) results of t-test indicate that there is no statistically significant difference between FE and NFE challenges and obstacles and both institutes face similar problems (t-value= -.030, p =.976). It indicates that social obstacles are extremely important in the success of LLL initiatives.

Findings and Discussion

Findings indicate that economic challenges are not sector-specific rather these are system-wide. Overall, teachers from both systems share similar perceptions on economic challenges. The agreement of both sectors on budget constraints reflects that education systems across Pakistan is facing broader economic limitations which is affecting lifelong learning opportunities to deliver basic education. Limited budget is also affecting other aspects i.e. teaching resources, salaries, and institutional development etc. However, detail discussion on each finding is given below:

1. In formal and non-formal education sectors, budget constraint is big challenge to promote lifelong learning opportunities for basic education in proper manner. This is a major issue in education sector in Pakistan. Since we are developing country, and the budget allocations by the government for education is unsatisfactory for education sector. This causes low provision of educational infrastructure and free of cost basic

education in the country especially at primary level. The findings of this study are supported by Reliefweb (2025) that government spending on education in Pakistan is not only less but in the recent years it has fallen to a new low level. Since a national education emergency is declared in the country with more than 26 million out of school children which is one of the highest percentages globally. Their percentage of GDP is also consistently decreased from 2% in 2018 to 0.8%, according to the latest Pakistan Economic Survey (2025). So, both type of FE and NFE institutions face lack of finances as a big hindrance in basic education and lifelong learning. The t-test results also indicated no statistically significant difference between FE and NFE teachers regarding budget provisions ($p = 0.891$).

2. Infrastructure is another challenge that persists in both systems, but this is found with only slight variation between FE and NFE groups. Similar thoughts are shared by Moawin Foundations (2026) indicating that in majority of Pakistani schools there is lack of even the most basic facilities, i.e. clean drinking water, electricity, proper washrooms, or safe furniture. Many schools even don't have provision of necessary infrastructure, i.e. electricity, safe buildings, and clean drinking water etc. Due to these issues, there are hurdles for students to learn and teachers to deliver quality lessons.
3. Government funding is perceived as insufficient by both groups, with relatively lower mean scores. Overall, teachers from both systems share very similar perceptions of economic challenges. The findings are supported by UNICEF (2026) in a report indicating that the budget in Pakistan is a big challenge, nearly 90 per cent of education expenditure is absorbed by recurrent costs, mainly in teacher salaries. Due to this, there remains limited fiscal space for other aspects including infrastructure development, teachers' capacity building and training, development of quality cost-effective learning materials, and strengthening overall system. This imbalance creates issues of access, equity, and poor learning outcomes. This results even more pathetic in under resourced areas and marginalised groups. In Pakistan, there is a need for more strategic educational financing to cater the big challenge of huge number of out-of-school children crisis and broader learning challenges.

Findings on social challenges affecting education indicate that these are deeply rooted in society and structure of communities. These are not limited to any type of institution, rather society based. Overall, responses from both groups are highly consistent, indicating shared social challenges. Following is the detail of each finding under this subscale:

1. Across institutions, there lack of community support which indicates that its deep rooted and may be due to cultural or societal norms which prevail unanimously in each society irrespective of the nature of education.
2. Another challenge is poor transportation which is again same in both groups (FE and NFE teachers). Transportation issues emphasize structural barriers, which can disproportionately affect attendance and participation.
3. Parental support is insufficient and more challenge in nonformal education than formal education.
4. Cultural attitudes are also hurdle in promoting lifelong learning and basic education. Adult participation is discouraged by cultural attitudes. In formal setup, usually adult learners cannot get education. However, nonformal education provides second chance education to this group which is also discourages by cultural attitudes.
5. Policy barriers and environmental distractions are present in both sectors of education. In Pakistan, we have been struggling with a sound education policy which shifts with the change of every government. There is lack of national policy on NFE. Policy provisions for promotion of lifelong learning and basic education are not actually executed.

Conclusion and Recommendations

- Overall, it is concluded that financial and social challenges are prevailing. Addressing these challenges is essential to improve the quality of lifelong learning and accessibility of basic education in both formal and non-formal settings.
- Based upon the analysis of results and findings of study, it is concluded that both formal and non-formal education institutions face substantial economic challenges which affect quality and delivery of lifelong learning opportunities to deliver basic education. Most significant challenges include budget constraints and insufficient funding. Economic challenges are not sector-specific rather these are system-wide which affect the LLL delivery and implementation mechanisms in FE and NFE sectors. Overall, teachers from both systems face same economic challenges indicating that financial difficulties are common across the education system.
- Regarding infrastructure challenges, both systems of education face these with variations of intensity. However, important are community attitudes and transportation challenges. Community attitudes are not institution-specific, rather people's general attitude towards basic education hinders the promotion of lifelong learning opportunities in society. Transportation issues emphasize structural barriers, which affects attendance and participation of students as lack of transport may not allow students coming from far areas to reach daily and intime in schools. When there is concern of basic education, then in formal education, students of age under 10 years may not independently travel long distances without guardian or school transportation.
- Parental attitudes towards lifelong learning and basic education are high in NFE. This may be due to the reason that in NFE, students of old age/adults are associated with earning and supporting their families which may limit their participation in basic education and permission from parents. Policy barriers are deep rooted challenges in FE and NFE sectors. It's since long after independence that we have been working on a sound and practically workable education policies.

Recommendations

This study recommends following:

1. There is need for stronger community engagement initiatives taken by educational institutes to provoke awareness among community towards importance of LLL and basic education.
2. Awareness programs to shift cultural attitudes may also be arranged by educational institutions and mass media campaigns on television.
3. There is need to add policy sections on improving accessibility and transportation for students of basic education in FE and NFE sectors.
4. There may be awareness on the importance of NFE for adults so that parental attitudes can be altered through increased parental involvement programs.
5. Governments may offer stipends to working populations and illiterate adults to take benefit from LLL opportunities.
6. Nonformal education policies may be implemented in each province.

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